

SOCIETY FOR CURRICULUM STUDY

NEWS BULLETIN

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CALIFORNIA PLAN FOR IMPROVING SECONDARY EDUCATION

Introduction

The California State Department of Education is engaged in a program designed to bring about a comprehensive revision of the secondary school curriculum. In many areas of the curriculum much freedom for experimentation and for introducing new elements exists under present conditions. In other areas innovations may not be attempted because of subject content requirements prescribed by the colleges and universities which high school pupils are planning to enter after graduating from high school.

It is anticipated that some radical departures in subject content and curriculum patterns will be made from current and traditional practices. It is the confident expectation of those who are active in planning this experimental program that the children involved will be provided with such vitalized and realistic school experiences that both their general education and their preparation for success in college will be improved.

Cooperation of Colleges

Experimentation is virtually impossible, however, unless the children involved, and their parents, can be assured in advance that no especial difficulties will be encountered either in connection with college admission or with meeting requirements after entering college. Therefore, the colleges or universities in California have been invited to join in the activities of the Committee on Cooperating Schools and to agree to the following:

1. That upon the recommendation of the principal, students who meet the state's minimum requirements for high school graduation and who have followed experimental curricula in approved Cooperating Schools shall be admitted to college or university in full standing regardless of specific subjects or units completed in high school;

2. That students after admission shall not be required to take and complete work ordinarily felt desirable and required by the college or university authorities, unless full college credit is given, and no loss of credit of any kind shall be exacted of pupils because of a high school subject credit deficiency.

A majority of the higher institutions have already entered the cooperating group without reservation. The principal remaining difficulty centers about college credit for the subjects of algebra and geometry which have long been required for entrance into the senior division of college.

The Program

In the program of secondary school reorganization in California the plans developed thus far include the following steps:

I. The State Superintendent of Public Instruction has appointed an Advisory Committee on Secondary Education of twenty-six members, who represent all types of public secondary schools and public and private colleges and universities.

This committee is charged with the responsibility for giving consideration to every phase of secondary education; for developing plans for evaluating current practices; for outlining a program of curriculum experimentation and improvement; for devising means for making available, directing, and coordinating the educational forces and resources of the state; for evaluating progress in the reconstruction program; and for developing new plans for further progress.

The underlying idea is that this committee, through individual contribution and through the process of group thinking, will develop points of view, policies, and plans and incorporate them in recommendations which will serve to point the way in a comprehensive program of secondary school reconstruction, and also to guide the State Department of Education in the discharge of its duty.

II. The State Superintendent of Public Instruction has also appointed a Committee on Cooperating Schools. The ten members of this committee are also members of the Advisory Committee on Secondary Education.

The duties of this committee are centered about a comprehensive project in curriculum experimentation which involves certain selected secondary schools and the schools below and above, which send students to or receive students from them.

This committee is giving consideration to (1) the general types and methods of experimentation to be undertaken; (2) the principles and procedures to be applied in selecting schools as experimental centers; (3) the technique to be used in the guidance, control, and evaluation of the project; and (4) the plan for securing the coordination of the curricula and procedures of all secondary schools, lower schools, and colleges and universities that are involved in the project.

The Chief of the Division of Secondary Education is the chairman of both of the above-mentioned committees.

Progress of the Program

Since the organization of this committee of twenty-six members in February, 1934, meetings have been held more or less regularly, one-half of the committee meeting in Oakland and the other half in Los Angeles.

The program thus far developed for the reorganization of secondary education in California includes the following:

1. The state has been organized into nine regions. For each region a committee has been appointed and is now
 - a. Collecting reports of curriculum revision projects under way;
 - b. Planning regional conferences; and
 - c. Contacting workers in the various schools.
2. A Curriculum Revision Information Service has been organized to report a wide range of curriculum revision activities collected by regional committees. Two packets of these materials have already been issued to superintendents and to all secondary school principals. Other packets will follow at frequent intervals throughout the year.
3. A set of fifty bibliographies has been developed by experts in California in the various phases of secondary education. Each bibliography contains approximately fifteen highly selected and annotated references. About forty have already been issued, others will follow, and additional bibliographies will be developed.
4. Cooperative arrangements have been made with the California Society of Secondary Education whereby live and pertinent materials of immediate concern to the reorganization program will be given a prominent place in the Society's magazine - The California Journal of Secondary Education. The Advisory Committee predicts wide and comprehensive utilization of this magazine by administrators and teachers engaged in curriculum revision.
5. The committee looks forward to the development of a handbook on secondary education in California to carry some such title as Adolescent Growth and Development. However, the committee considers it unwise at this time to appoint committees for the specific purpose of developing materials for the contemplated handbook. The point of view held is that during this year every possible encouragement and assistance should be provided in order to stimulate all secondary school workers to greater and more fundamental curriculum revision activities than have thus far been developed. It is felt that out of the experimental efforts of many, eventually, through the pooling of experiences and creative endeavor, there will come the formulation and acceptance of a philosophy of secondary education on a statewide basis, together with comprehensive and specifically helpful teacher guides to the various types of activities in the secondary school curriculum.
6. An agreement is now virtually completed whereby all colleges and universities of the state will admit students from a limited number of selected high schools without requiring the students to have completed a prescribed subject pattern. This plan will permit a rather thoroughgoing and more radical reorganization of the curriculum than is possible in most schools. The principals of some high schools and the superintendents in some cities are now developing plans to try out this new freedom in curriculum making.

7. Further experimental plans are nearing completion for tying two California high schools, one in Oakland and one in Los Angeles, into the Progressive Education Association's experimental group.
8. A Parent-Teacher Association Handbook on Secondary Education has been prepared and is now in experimental use. The plan is to make necessary revisions and print the materials in the early spring. This handbook will be used by parent-teacher study groups for the purpose of developing lay understanding and support of the reorganization program.

The procedures of the Advisory Committee on Secondary Education are based upon the principle that more lasting and more basically sound results are achieved in cooperative endeavor involving all workers than by a few people attempting to formulate hastily a program and to put it into the scheme of things by executive authority.

Walter R. Hepner, State Department
of Education.

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THE MISSISSIPPI PROGRAM FOR THE IMPROVEMENT OF INSTRUCTION*

The Mississippi State Board of Education has recently inaugurated a five-year program of curriculum revision. The Mississippi Education Association joined the State Department of Education in making the initial plans for such a program. College administrators and faculty members have given assurance of their willingness and desire to cooperate in its development. The county superintendents voted unanimously for such a program and gave convincing evidence of their sincerity by making possible the publication of this bulletin. Lay approval was given through the Mississippi Congress of Parents and Teachers. One of the state officers spent considerable time in study of the possibilities of such a program and the general plans for its development.

The State Superintendent assigned the Director of Teacher Training and Certification the major responsibility of directing the program. Although the Director of Teacher Training and Certification will assume administrative responsibility for the program, other members of the State Department will have a large part in carrying out various aspects of the work. Assistance has been secured for the Director in organizing and conducting the program from the Division of Surveys and Field Studies of George Peabody College for Teachers. The services of Dr. Hollis L. Caswell and Dr. Doak S. Campbell have been secured from the Division as general consultants. During the past summer a committee of Mississippi teachers studied the plans of other states and outlined a program considered suitable for Mississippi.

* Based on Bulletin No. 1 of the Mississippi Program for the Improvement of Instruction. State Department of Education, Jackson, Miss.

The main purpose is to develop an instructional program that will contribute more significantly to the individual and social welfare of the people of Mississippi. This will require outstanding improvements in classroom instruction throughout the State. It is the judgment of the committee preparing these materials that such improvement will take two major lines of development. First, the work of the school must be better adjusted to the social and economic conditions of the age in which we live. This may be briefly characterized as the need for social orientation of the educational program. Second, greater attention must be given to providing optimum learning conditions. That is, boys and girls must be provided a greater variety of experiences and activities than have previously been included in the school program, and more attention must be given to factors that condition learning, such as, interest and purpose. The teachers of the state will have opportunity to judge the soundness of the committee's conclusions through participation in study and discussion groups.

The first year will be spent on study, analysis, and discussion of our present program and of our educational needs. Attention will also be given to possible methods of improvement. Study and discussion groups will be organized throughout the state. Every effort will be made to assure such groups a profitable period of study. Materials are presented in this bulletin which suggest general areas and procedures for study. Members of the State Department and of the higher institutions of learning, will provide counsel and guidance. The central state committees will be at work during this time preparing materials for guidance of the second year's work.

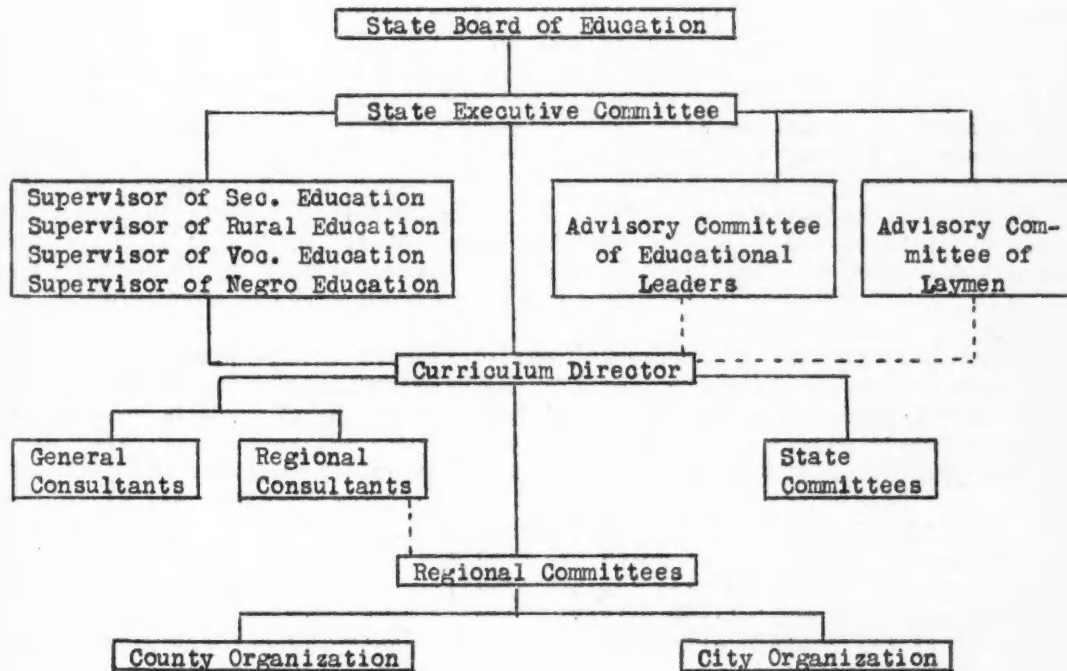
During the second year, the teachers of the State will be encouraged to make exploration into new materials and new procedures. These materials will be appraised and organized by state committees.

The work of exploration and expansion will be continued during the third year and, at the same time, materials previously collected will be put into the hands of selected teachers to be tried in practical classroom situations.

A further extension of the use of new materials by all teachers will be encouraged in the fourth year. Provisions will be made for the continuous revision of the instructional materials.

During the fifth year, materials which have been selected from the work of the preceding years as being of special value to all teachers in the state, will be made available on a statewide basis and teachers will be aided in their use.

Administrative Organization for the Mississippi
State Curriculum Revision Program



In order to utilize most effectively all available assistance, the State has been divided into five regions. Each region has in its territory from one to three senior colleges which to some extent participate in teacher training. It is believed that all of these colleges will be interested in actively promoting the program, and that all other colleges interested will cooperate in the work in their respective regions. It is hoped that these institutions will provide some materials and the assistance of faculty members.

A regional committee and consultant have been designated to assist the counties and cities in each region. The regional committee has the immediate responsibility of helping to organize study groups within the region.

The regional committee, the director of the curriculum program, and other members of the State Department will aid superintendents of cities and counties to plan administrative organizations especially adapted to their situations. They will also assist in developing plans for securing necessary study materials.

It will be noted from the foregoing administrative organization that the program is a cooperative enterprise. All groups in the State concerned with public school education have a part in the program.

NEWS FROM THE PACIFIC COAST REGION

The development of curriculum materials dealing with modern problems and the beginning of actual experimentation in the reorganization of secondary school curricula share the major attention of curriculum workers in the Pacific Coast region. Most outstanding in its possibilities for future development is the work of a commission under the chairmanship of Walter Hepner, Chief of the Division of Secondary Education of the California State Department of Education. This commission is working out a cooperative arrangement with the colleges and universities of California which will permit great freedom for experimentation on the part of carefully selected high schools of the state. Already a number of such schools have been selected and are beginning the development of plans for thoroughgoing revision. The plan is similar to that sponsored on a national scale by the Progressive Education Association but is not limited to students who will ultimately attend college, including, rather, all high school students in its embrace.

In Idaho R. D. Russell of the University of Idaho is acting as State Curriculum Director and developing a revision of junior and senior high school courses of study. Workers throughout the state meet during the summer at the University to work on the project cooperatively. A bulletin prepared by Mr. Russell, dealing with teaching units, has just gone out to every high school in the state.

Several school systems in this region are joining the cooperative plan for the development of materials dealing with modern problems. Berkeley, Oakland, and Sacramento, have signed up during the last month. The State Department, through Mr. Hepner, is encouraging this project and it is expected that other school systems in which members of the society are located will also cooperate.

As a means of making possible the centering of attention upon instruction and curriculum in the senior high schools in Oakland there were appointed this year vice-principals in charge of instruction in five of the eight schools. In the three remaining schools present members of the staff will undertake the same responsibilities. These vice-principals have no administrative authority but are given the responsibility for improving instruction and encouraging experimentation.

In Oakland, also, the report of a curriculum committee, which had been working for over a year on principles and objectives of education, is being used this year as the basis for a critical evaluation of present courses of study. Upon the basis of this evaluation course of study committees are to begin the development of new courses. New units in social studies, dealing with modern problems on a senior high school level, are being tried out this year.

J. A. Sexson, Superintendent, reports that the teaching and administrative corps of the Pasadena City Schools carried through a project last year under the direction of R. W. Grinstead aimed at becoming better informed on social and economic problems. A committee of teachers and principals prepared materials and issued sixteen bulletins as a basis for forum discussions and

reading. The plan was so successful in its effect upon the usefulness of teachers as to result in being continued again this year.

J. R. Overturf, Deputy Superintendent of Sacramento, reports the completion of materials for individual work in arithmetic, grades three to six, prepared for use with the state textbooks. Our inspection of this material convinces us of its value in making possible greater individualization of instruction.

George C. Kyte at the University of California gives us the following report on his activities:

"At present I have finished and organized into table form the data regarding trends in the curricular offerings in Education in representative universities throughout the country. The period covered, at five-year intervals, starts with 1900 and includes 1930-31. By the time I have finished the whole series of studies, I suppose that I shall be able to include 1935-36. The second phase of the series deals with present-day curricular offerings and practices in Education in representative large universities in the nation. In this study are included requirements and sequences in Education for various types of certification (elementary teachers, secondary teachers, elementary principals, high school principals, supervisors, superintendents of schools, and other specialists); requirements and sequences in Education (with particular reference to courses in Education) for bachelors' degrees in Education and for masters' degrees in Education.

"At this time I am launching the 1934 study of time allotments in the elementary schools so that we will have available data comparable to that collected at ten-year intervals since Payne's study in 1904."

An interesting study of junior high school guidance is being undertaken in Pasadena and Oakland, California, and Providence, Rhode Island. The program for the entering seventh grade group is being put into operation with a careful measure of results. Mal-adjustments disclosed by early measurement will be attacked systematically with an attempt later to ascertain results. In addition, a program is instituted to help students form accurate conceptions of themselves, society, and the school. The investigation is directed by Dean G. N. Kefauver of Stanford University on a grant from the Carnegie Corporation.

In Seattle, Helen M. Reynolds writes that a pamphlet is now in press giving descriptions of situations involving ethical decisions and ethical problems occurring in school together with possible solutions and resulting problems. This is an attempt to meet the demand for constructive character education. A tentative outline of a reorganized course in arithmetic from kindergarten through high school has been issued including decided changes in grade placement. Reorganized social studies outline for grades four to twelve is still in process of revision. A revision of "Standards of Procedure" to be used by the principals, supervisors, and superintendents, went to the printer early in November.

I. Keith Tyler,
Oakland, California, Public Schools.

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REPORT OF THE CURRICULUM CONFERENCE AT THE GEORGIA STATE
COLLEGE FOR WOMEN, SATURDAY, OCTOBER 6, 1934.

Authorities of those institutions of the state which have considerable summer schools were invited to confer on the ways in which the colleges can effectively contribute to the State Curriculum Program. Representatives of Mercer University, North Georgia College, West Georgia College, Georgia Southwestern College, South Georgia Teachers College, the University of Georgia, Division of University Extension and the State Department of Education were present. Assurances of cooperation were received from Emory University, Piedmont College, and Young Harris College.

L. M. Lester, Director and Dr. Paul Morrow, Curriculum Adviser, outlined the general aims and plans of the State Program for Curriculum Reorganization and suggested ways in which the colleges may contribute to the movement. The proposals for the summer schools for 1935 were discussed in detail by members of the group. Cooperation in the essential features of the program was assured by the members of the conference.

1. The Study Program. The first phase of the Georgia Program of Curriculum Reorganization is a period of study for the purposes of sensitizing the teachers of the state to the need for curriculum revision and finding and developing teachers competent to produce materials for the new curriculum. As a means to this end the colleges will cooperate in the effort to reach large numbers of the teachers of the state with courses in: a) Fundamentals of Curriculum-making; b) Techniques of Unit Construction and Demonstrations of Directed Learning. These courses will be so organized as to emphasize the objectives and principles guiding the state program and will conform to a description approved by the Curriculum Adviser. Syllabi for the courses will be developed by the local institution and adapted to the particular groups which they are intended to serve.

2. Courses for Student Teachers. Colleges will emphasize the principles of curriculum-making in their residence and undergraduate programs, adapting their regular courses in Principles of Elementary and Secondary Education and in Methods and Materials to the demands of the program or giving the special courses mentioned above.

3. Extension Courses, 1934-35. Where possible, a course in Fundamentals of Curriculum-making will be offered in extension in 1934-35 by regular members of the faculties and by the regular force of the Division of University Extension. This course will conform to the approved plans for informal study groups. It will be necessary that local extension groups be provided with the minimum library suggested for local study groups in the state program. As a result of this course, numbers of teachers should be encouraged to take advanced curriculum courses in the summer schools of 1935 and to prepare themselves to lead local study groups in 1935-36.

4. Summer Schools - 1935. Special effort will be made to enroll numbers of teachers from each county in the state in the summer schools of 1935. The colleges will offer courses in the Fundamentals of Curriculum-making and in the Techniques of Unit Construction, the latter divided into elementary and

secondary sections. Teachers who have not had previous curriculum courses will take the course Fundamentals of Curriculum-making. Courses in Technique of Unit Construction will be offered experienced and competent teachers who may or may not have had the course in Fundamentals of Curriculum-making.

An objective of the 1935 summer school program, as also of the extension courses offered in 1934-35, will be to find and develop leaders for study groups and for production committees in 1935-36.

Visiting instructors for the summer schools will be selected from those closely related to current programs of curriculum revision in other states. An adequate curriculum library will be provided in each cooperating institution.

5. Public Relations. Representatives of the colleges will use opportunities to interpret to the public the purposes and plans of the program.

6. Visitation for Curriculum Leaders. The members of the conference endorsed the suggestion that it will be an advantage to the curriculum movement if those who are to direct the next summer's program and subsequent participation of the colleges in the curriculum movement can arrange for a period of visitation and study at curriculum centers during the spring quarter of 1935. The cooperation of the Chancellor of the University System and of the administrative authorities of other institutions is requested in order to make this possible.

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REPORT OF THE COMMITTEE ON SECONDARY EDUCATION

As was announced in the September 25, 1934 News Bulletin of the Society, each member of the Committee on Secondary Education is developing "a thoroughgoing high school curriculum plan which will represent the best thinking of the author as to what the American secondary school should be." The preliminary drafts of these plans will be completed on or about December 1, 1934.

Socio-economic conditions in the United States are making imperative fundamental changes in the American secondary school. A decline in birth rate is lowering the proportionate number of children of elementary school age and increasing that of high school age. Child labor regulations tend to increase the size of the high school population. Machine technology both makes possible many new opportunities and creates numerous maladjustments in both school and society. It makes possible a higher standard of living and a greater amount of leisure than has ever been known in the world before. But while doing so, it brings about the maladjustment of the old system of production and consumption. It causes widespread unemployment. A million and a half people leave our schools every year. They must strive to find employment in an adult world where millions of men and women are already jobless.

Old faiths are being shaken. The belief that economic success is brought about by hard work and saving is giving way to the belief that work

and saving do little to protect one against fluctuating money values, bank failures, and severe economic depressions which make years of hard work and saving futile. The sanctity of marriage and the home is being seriously questioned. Religious beliefs and sanctions have lost their hold over millions of our people. Laissez faire individualism in our economic arrangements is being challenged at every point.

The foregoing picture furnishes the background and determines the individual and social needs which must be considered by those who are attempting to reconstruct the American secondary school.

It is intended that each secondary school plan presented by the Society's Committee on Secondary Education shall include, first, a statement of the social and educational theory which shall run through the whole plan; second, a discussion of the broad problem of method for the proposed curriculum; third, a rather detailed curriculum plan for the junior and senior high schools; fourth, suggestions for administration; fifth, a brief indication of the type of elementary and higher education which the author would like to see precede and follow his high school curriculum.

Some fundamental approaches are being made by various members of the Committee to the American secondary school problem. One committee member is basing his curriculum on the "Social Trends" report; another is developing a curriculum on the basis of the "American Democratic Tradition,"; a third will draw on his recent experiences in Soviet Russia, using the method of comparison and contrast; a fourth is approaching the secondary school problem from the basis of community needs; while undoubtedly, a number of committee members will make considerable use of various reports of the American Historical Association Commission on the Social Studies.

As has been indicated in a former News Bulletin announcement, it is planned to publish a digest of the complete committee report in the February issue of the News Bulletin. A morning session on the subject, "Modernizing the Secondary School Curriculum," is also being worked out for the February meeting of the Society for Curriculum Study at Atlantic City. A large part of this program will be given to a discussion of the final report of the Committee on Secondary Education.

Samuel Everett, Lincoln School
of Teachers College.

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CURRICULUM NEWS FROM THE SOUTHWEST

The State of Texas is organizing a state program for curriculum study and revision. Mr. W. A. Stigler, formerly director of curriculum in El Paso, has been appointed the State Director. Mr. Fred C. Ayer of the University of Texas has been appointed Curriculum Consultant. A four-year program has been planned. The first year is devoted to curriculum study for orientation; the second year to the beginning of production; the third year to trying out of courses in selected schools, and the fourth year to the installation of courses

and setting up of permanent curriculum organization. The State is at present engaged in the first year of this program. For the purpose of promoting the curriculum program the State has been divided into twenty-two districts, each of which has a district chairman and adviser, in addition to the regular deputy state superintendent appointed one for each district. The State Department has issued a Handbook for Curriculum Study as a guide for the first year's program.

The University of Houston, a municipally operated institution, opened its doors as a four-year institution for the first time this past summer. For the past seven years it was operated as the Houston Junior College with classes beginning at 4 p.m. This year a day college program has been added. The University now comprises three divisions: the Day General College, the Evening College of Arts and Sciences, and the College of Community Service.

The curriculum of the day branch, or, General College, is being planned on the following two principles: First, two years of education beyond high school should be planned on a general rather than specialized or technical basis for all high school graduates. Second, the college curriculum should stimulate and enable the students to learn more about the world in which they are living. In accordance with these two principles the curriculum for the Day College is being planned in four general courses, each of which is to extend for two years, namely; physical sciences, social sciences, biological sciences, and language and fine arts. The subject matter of the traditional subjects is being integrated and organized around large problems. The curriculum is in tentative form and will probably undergo many changes in the next few years. The plan of instruction is a lecture period followed by supervised group study and discussion periods. Compromises have had to be made with the program in order to make it possible for students to secure additional subject credits. It is hoped, however, that next year the college may be granted sixty hours credit en bloc for its first two years' work as an experimental project.

W. W. Kemmerer, Director of Curriculum,
Houston, Texas.

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REVISION OF THE DENTAL SCHOOL CURRICULUM

For fifteen years Mr. Charters has been consultant in curriculum revision to professional institutions. The most recent project in which he was consultant was conducted by the American Association of Dental Schools. The procedure is briefly summarized in the following paragraphs, taken from a report to the Association:

"The committee endeavored to find out from the public the kinds of services that dentistry should perform, and in doing this has secured information from thousands of patients. It has likewise set up the objectives of dentistry with very great care and has secured a consensus of judgment of the leaders of the profession by correspondence, discussions and interviews. It

has made a collection of all the diseases, deficiencies and conditions with which the dentist deals and the operations that are necessary in coping with them. With unusual care they have studied the economic and business activities and the ethical ideals of the profession and have reported thereon by a variety of methods which might be indicated."

"After this phase of the study had been completed the Committee addressed itself to the assembling of information from all the fields of knowledge which are related to the detailed picture which has just been described. In doing this they had regard for the fundamental fact that they were concerned not so much with training a dentist as with training a man who would follow the profession of dentistry. This means that the curriculum presented provides for the general education of the dentist, the information and attitudes that he should have in order to live a broad and wholesome life beyond the practicing of his profession.

On the professional side it became apparent at an early date that the Committee should have to consider not only professional 'dental' courses dealing with practices of dentistry, but also service courses or scientific courses which give reasons for the methods that the dentist uses in the office, such courses including chemistry for dentists, physiology for dentists and the like."

"In the building of the service courses the Subcommittees waited until the 'dental' courses had been completed and secured from those courses specifications of what the student should know in the service field before he began to study the 'dental' courses."

"The faculties of the dental schools participated in the formulating of objectives. The organization of each course was carried on ordinarily by three instructors who had their work checked and verified by large numbers of professors who did not participate in the tentative organization of the material. The specifications for the general courses were made by a committee composed of members of the dental teaching profession and of the field of general education."

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THE CURRICULUM IN THE PROGRAM OF THE DEPARTMENT OF SUPERINTENDENCE MEETINGS

Superintendent Oberholtzer, President of the Department of Superintendence, has asked Herbert Bruner to set up the program for Forum-Discussion Group VI at Atlantic City, February 23 to 28, 1935. The general topic is "Curriculum Trends and Controversies".

On Monday and Wednesday afternoons two large topics of importance to curriculum makers will be discussed in open meetings. The Monday afternoon topic is "What Are the Trends and Controversies Involved in Integration?" The Wednesday afternoon topic is "Trends and Controversies Involved in Introducing Socio-economic Problems into the Curriculum."

Study-discussion groups will meet on Tuesday afternoon to consider some of the important elements of the larger topics discussed on Monday and Wednesday afternoons as well as a few other topics in which great interest has been shown.

The tentative outline, which follows, contains eight suggested topics for study-discussion groups:

- Group I : "Trends in the Field of Integration"
- Group II : "Integration in the Field of the Social Studies"
- Group III : "Integration on a Secondary School Level"
- Group IV : "Methods for Utilizing Local Committees in the Study of Modern Problems"
- Group V : "Developing Curriculum Materials in the Field of Housing and City Planning"
- Group VI : "Developing Curriculum Materials in the Field of Recreation and Leisure Time"
- Group VII : "Developing Curriculum Materials on Agriculture"
- Group VIII : "The Enlargement of Curriculum in the Small High School"

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The annual selected list of courses of study contributed by Mr. Herbert Bruner, which usually appears at this time, has been unavoidably delayed. It will appear in a forthcoming issue of the News Bulletin.

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